

HOLY TRINITY C of E PRIMARY SCHOOL



School Improvement Plan

2024-2025

Growing together as children of God

To be read in conjunction with the **School Evaluation Form 2024-2025**



Introduction



This plan has been created as a result of a review of the objectives in 2023-2024, and following analysis of the draft end of year data from 2023-2024.

The Ofsted area for development (2024):

Leaders should ensure that the early years curriculum builds sequentially in all areas.

The SIAMS areas for development (2018) are to develop opportunities for global studies so that pupils increase their awareness and understanding of Christianity as a world-wide multi-cultural faith and to embed the new assessment arrangements in religious education (RE) so that teachers can continue to have an accurate understanding of the progress and attainment their pupils are making.

Our Mission:

Growing together as Children of God – inspiring, developing and nurturing

We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

Our Vision:

We want to be the school of choice for families and staff to grow in confidence, independence, resilience and knowledge

We want to be a safe, nurturing school, offering an inspiring broad and balanced curriculum, with strong Christian values, educating the whole child.

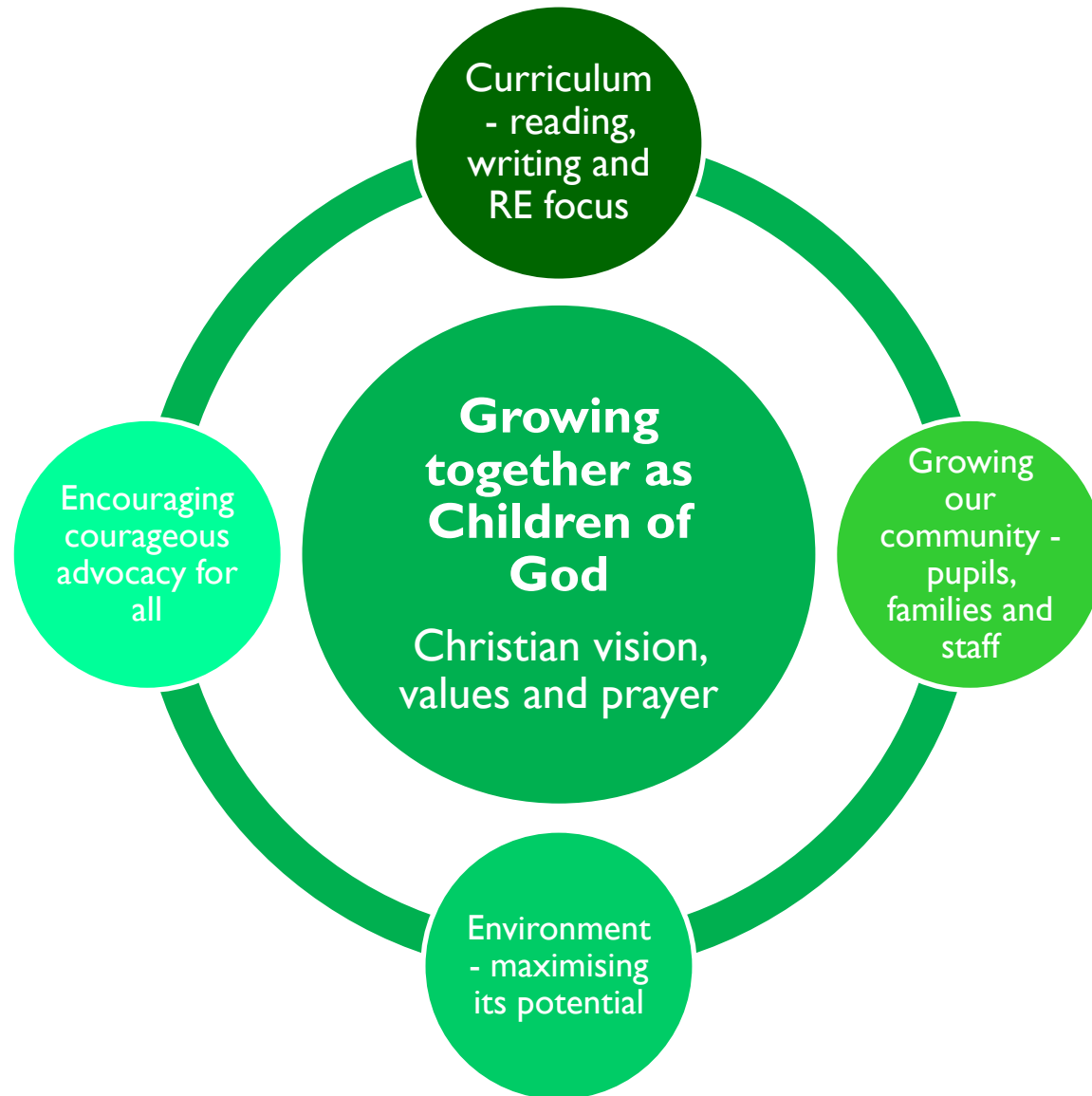
Isaiah 58:11-12

¹¹ The LORD will guide you always; he will satisfy your needs in a sun-scorched land and will strengthen your frame.

You will be like a well-watered garden, like a spring whose waters never fail.

¹² Your people will rebuild the ancient ruins and will raise up the age-old foundations; you will be called Repairer of Broken Walls, Restorer of Streets with Dwellings.

Key Priorities 2024-2025



Growing together as Children of God

We will hold unswervingly to our Christian vision and values and will be a praying, serving community.

We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We will continue to focus on **writing** in the curriculum through the embedding of Write Stuff, in order to raise attainment.

We will explore different class **reading** models to ensure children learn to read and develop a love of reading.

We will ensure that the **EYFS** curriculum builds sequentially in all areas.

We will embed the new SDBE **RE** Scheme of Work to enhance our RE teaching across the school.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We will continue to prioritise mental health and **well-being** for children, families and staff, through developing our **Nurture** Classroom, ELSA support, Mentors and Staff Wellbeing group.

We will review our curriculum support for parents so that information is shared with parents/carers, to ensure families **grow** in confidence when supporting their child's learning.

We will continue to embed our Belonging and Behaviour Policy throughout the school, with a focus on positive, **inclusive** lunchtime play.

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

We will proactively **encourage courageous advocacy** for all, so that all feel unique, loved and valued.

We will continue to develop our understanding of neurodiversity to enhance the **inclusive** experience of children and adults who present as neuro diverse in our setting and wider school **community**.

We will continue to explore ways of improving our **environment** so that it meets the needs of our school community.

We will continue to develop the **professional growth** of all of our staff.

We will hold unwaveringly to our Christian vision and values and will be a praying, serving community.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
SIAMS: Strand 2	To develop the children's understanding of Christianity as a world religion (SIAMS 2018).	Faith Team Growing Together in Spirit Team Headteacher	Ongoing	Worship	Through discussions, children understand that Christianity is a world religion	
SIAMS: Strand 3 Behaviour and Attitudes	To continue to promote opportunities for corporate prayer in the life of the school, for different stakeholders.	Faith Team Growing Together in Spirit Team Headteacher	Ongoing	Prayer Spaces resources	Prayer is central to the life of the school – feedback received from the Growing Together in Spirit (Children's Faith Team) and the Parent Prayer Group.	
SIAMS: Strand 1	To continue to embed the Christian vision of the school, and ensure it is underpinned by the Bible.	All Governor Committees	Autumn		The Christian vision of the school is rooted in the Bible. All stakeholders are fully aware of the Christian ethos of the school. The school sees prayer as vital. The Christian ethos of the school is fully lived out in every aspect of school life, as evidenced in relationships with each other.	

We will focus on **writing** in the curriculum through the embedding of Write Stuff, in order to raise attainment

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	To develop our writing curriculum further using The Write Stuff (TWS) as a foundation. We will: <ul style="list-style-type: none"> - extend the time spent on a unit in order to deepen understanding; - provide regular opportunities for 'cold' writing to give pupils practice at applying their writing skills in a range of contexts and genres; - Continue to use the Writing Rainbow and Sentence Stacking to support and structure writing lessons. 	Writing Lead/ Teachers/Support staff	Starting September 2024, ongoing throughout the year	TWS teaching units TWS training units PD meetings Writing moderation sessions Pobble platform for moderation TWS specific texts	Attainment and progress of writing for all pupils is improved	
Quality of Education	To provide a range of writing opportunities outside of the curriculum to promote a love for writing by: <ul style="list-style-type: none"> - creating an outdoor writing area for playtimes and lunchtimes; - promoting national writing competitions; - developing a creative writing club; - asking children who attend sporting and musical events to write a report for the bulletin; - writing book reviews. 	Writing Lead/ Teachers/Support staff/SLT/JLT Pupils	Ongoing throughout the year	Bulletin to celebrate match and event reports Young Writers website Writing shelter, paper, pencils, crayons, etc.	Pupil engaged with purposeful writing and taking opportunities to write outside the curriculum. Pupils are proud of their writing.	
Quality of Education	To embed a well-structured spelling programme across KS2 using Merton materials and RWI Phonics Interventions.	Phonics Lead/Teachers/Support staff/SLT	Ongoing throughout the year	Merton Spelling Package RWI 1:1 Programme PD Meeting	Pupils show how to apply spelling rules and use phonics to inform their writing. EAL pupils to show progression in their understanding and application of phonics.	

Quality of Education	To incorporate oracy as a distinctive strand of our English curriculum by implementing in stages.	Writing Lead/ Teachers/Support staff	Spring 2025	Merton Oracy package PD Meeting	Pupils are able to listen with interest and make thoughtful contributions to discussions. Older children make careful vocabulary choices, are able to use expression and articulate their views clearly.	
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We will explore different class **reading** models to ensure children learn to read and develop a love of reading.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	To trial different class reading models within one year group, and compare this with the current carousel model.	Reading Lead SLT All teachers	From Autumn 2	Pathways material	The use of the different model is evaluated through assessment and pupil voice. Children make progress in their reading, and develop a love of reading for pleasure.	

We will ensure that the **EYFS** curriculum builds sequentially in all areas.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Ofsted EYFS	To introduce the new White Rose Maths Small Steps in Nursery.	Maths Lead Nursery Teacher EYFS Lead	Ongoing	WRM scheme of work Maths Lead support EYFS Lead support	Children have gained a deep understanding of the maths topics. Children have gradually developed reasoning and problem-solving skills through small step learning.	

Ofsted EYFS	To develop a skills progression map within the early years continuous provision curriculum.	MC	Ongoing		All children develop the appropriate skills within the continuous provision.	
Ofsted EYFS	To ensure and develop EYFS staff's knowledge and awareness of the skills children will develop in their continuous provision.	EYFS team	Ongoing		All adults understand and are clear with the skills the children are developing within each area	

We will embed the new SDBE **RE** Scheme of Work to enhance our RE teaching across the school.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education SIAMS: Strand 7	<p>To introduce the new SDBE RE Scheme of Work and support staff in implementing it.</p> <p>To use the local places of worship to enhance the RE teaching.</p> <p>To develop a library of RE books and resources to supplement the scheme of work.</p>	RE Lead HT	From Autumn 2	SDBE Scheme of Work SDBE Training	<p>Staff teach the new scheme and have the resources and confidence necessary.</p> <p>Assessment data show children have the knowledge and can apply their knowledge to their lives, regardless of the religion/aspect being studied.</p>	

We will continue to prioritise mental health and **well-being** for children, families and staff, through developing our **Nurture Classroom**, ELSA support, Mentors and Staff Wellbeing group.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes Personal Development SIAMS: Strand 4	To promote the services offered by the Mental Health in Schools Teams, including Art Psychotherapy.	PSHE Lead Mental Health First Aider All Staff CFC Committee	Ongoing		Families and staff are supported through work with the Educational Wellbeing practitioners, and through other services signposted by the MHST.	
Behaviour and Attitudes Personal Development SIAMS: Strand 3 & Strand 4	To develop the physical environment of the Lighthouse nurture classroom by creating a separate, purposeful space for timetabled and more ad-hoc sessions to take place.	Deputy Head	Begin in Autumn term	Classroom space set up for nurture provision Fundraising	Behaviour incidents and emotional outbursts from children attending Lighthouse are reduced. Children attending Lighthouse show increased confidence, are responsive to others, have learnt self-respect and are taking pride in behaving well and in achieving.	

We will review our curriculum support for parents so that information is shared with parents/carers, to ensure families grow in confidence when supporting their child's learning.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education SIAMS: Strand 2 & Strand 4	To provide further opportunities for families to engage with their child's learning through information workshops and effective use of the Learning Platform.	Teachers/SLT S, T & L Maths Lead English Lead EYFS Lead	Autumn	Learning Platform Curriculum Workshops	Parents/carers have a better understanding of what their child is taught as a result of engaging with the Learning Platform.	

	To review the use of the Learning Platform to ensure it is being used effectively to support children's learning.	Class teachers			Parents and carers have a better understanding of the school's approach to teaching core subjects and the progression across the school. Parents and carers feel more confident when supporting their child's home learning.	
Quality of Education SIAMS: Strand 2 & Strand 4	To provide further guidance & support to parents and carers to help promote a positive, engaging maths home learning experience. To further develop the Home Learning plan through the use of Home Learning Journals	Maths/English Lead/teachers Parents/carers	From Autumn	Maths Home Learning Journals	Parents and carers feel more confident when supporting their child's home learning. Home Learning Journals are used and parents/children report that they have had a positive impact on maths learning.	

We will continue to embed our Belonging and Behaviour Policy throughout the school, with a focus on positive, **inclusive** lunchtime play.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes Personal Development SIAMS: Strand 4 & Strand 5	To review the school environment with a focus on outside space, ensuring that we are maximising its potential for play. To explore the possibility of introducing OPAL (Outdoor Learning and Play Programme).	Business Committee SLT JLT	From Autumn	Finances from HOTS, school budget, Governors and donations	The play space will be inviting and encourage children to play positively. Play times will be successful and will lead to a reduction of behavioural incidents. All children will find playtimes a positive experience.	

We will proactively **encourage courageous advocacy** for all, so that all feel unique, loved and valued.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Leadership and Management Behaviour and Attitudes Personal development SIAMS: Strand 3 & 5	<p>To embed JLT's Race Equality Charter to ensure all children have a voice and feel valued.</p> <p>To promote diversity through a specific themed-focus day.</p>	<p>Head and Deputy Whole School Governors</p> <p>JLT HT Parent community Staff</p>	<p>Ongoing</p> <p>Spring</p>	<p>Governor Learning Walk</p> <p>SDBE's Anti-Racism Charter</p> <p>Resources Timetable of events</p>	<p>All children (regardless of any of the protected characteristics) feel fully valued within the school community. Race is talked about openly. Zero incidents of racism</p> <p>All children engaged with a positive climate around diversity. Children report that they feel valued and understood in school.</p>	
Personal Development SIAMS: Strand 3	<p>To develop the role of the Pupil Leadership groups, to ensure they have focus on advocating for others in our community.</p> <p>To develop community links with the Wimbledon DONS, to ensure children have an understanding of the needs within our community.</p>	<p>JLT/GTIST/Eco-Warrior Leaders All staff Governors</p> <p>GTIST</p>	<p>From Autumn</p>		<p>The school proactively advocates for others in our community who have less of a voice.</p> <p>The school proactively supports local endeavours, and understands the importance of loving our neighbours in practical ways.</p>	

We will continue to develop our understanding of neurodiversity to enhance the **inclusive** experience of children and adults who present as neuro-diverse in our setting and wider school **community**.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Personal Development SIAMS: Strands 3, 4, 5	<p>To develop staff understanding and subject knowledge of neurodiversity and neurodiverse learners through:</p> <ul style="list-style-type: none"> - INSET session - PD meetings 	<p>DHT/ SENDCO</p>	<p>Autumn Term 2024</p>	<p>Sensory training from Perseid LEANS training resources MSTA CPD opps</p>	<p>All staff understand what neurodiversity is, some of the labels associated with it and how it affects learning.</p>	

	<ul style="list-style-type: none"> - Support staff meetings - Sharing of research and articles - External CPD opportunities 			Recent research	All staff showing an awareness and empathy for neurodiversity in their daily practice.	
Personal Development SIAMS: Strands 3, 4, 5	To launch the LEANS (Learning about Neurodiversity at School) project across the school where in classes pupils will learn: <ul style="list-style-type: none"> - what neurodiversity is - how everyone learns differently - why some pupils may exhibit certain behaviours - the difference between needs and wants - how importance understanding, compassion and acceptance is 	DHT/Teachers /support staff	Autumn Term 2024	LEANS project pack	Pupils are able to explain what neurodiversity is and how it can affect our brains. Pupils demonstrate an empathy and understanding of their neurodivergent peers.	
Personal Development SIAMS: Strands 3, 4, 5	To promote 'handy tips' for parents in the bulletin which will support our neurodivergent pupils at home, eg. great places to visit with a low sensory input or non-foaming, tasteless toothpaste.	HT/DHT/ SENDCO	Ongoing throughout the year	Weekly bulletin	At least one parent finds this useful and it helps to support their child at home.	
Personal Development SIAMS: Strands 3, 4, 5	To run information and support sessions for parents who have neurodivergent children, or suspect that they do. The aim being: <ul style="list-style-type: none"> - to provide a support network - to share effective strategies - to foster understanding 	DHT/ SENDCO	Ongoing throughout the year	Parentmail Room space Helpful books & websites	Parents feedback demonstrates that the sessions have been useful for gaining understanding neurodiversity or being able to support their child more effectively.	

We will continue to explore ways of improving our **environment** so that it meets the needs of our school community.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes	To review the school environment with a focus on outside space, ensuring	Business Committee SLT	From Autumn	Finances from HOTS, school budget,	The play space will be inviting and encourage children to play positively.	

Personal Development Quality of Education Leadership and Management SIAMS: Strand 4 & Strand 5	that we are maximising its potential for play.	JLT		Governors and donations	Play times will be successful and will lead to a reduction of behavioural incidents. All children will find playtimes a positive experience.	
Behaviour and Attitudes Personal Development Quality of Education Leadership and Management SIAMS: Strand 4 & Strand 5	To create a sensory space inside the school to support children with additional needs.	SENDCo Governors SLT SALT OT MAOS	Autumn 2	Finances from HOTS, school budget, Governors and donations SALT/OT/MAOS advice Sensory resources	Children have access to a sensory space to help them regulate. Children with additional needs have a dedicated space for their OT/SALT. Children feel safe and nurtured in the school environment.	

We will continue to develop the **professional growth** of our staff.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Leadership and Management Quality of Education	To review the first year of our Professional Growth for teachers. To roll out Professional growth opportunities to all of our staff.	Business Committee SLT Staff	From Autumn	Merton PD SDBE PD NPQs	Staff feel valued. Staff are given opportunities to reflect on their practice.	

<p>SIAMS: Strand 1 & Strand 2</p>					<p>In collaboration with their appraisers, staff develop their own professional growth plan.</p> <p>Staff are encouraged to undertake meaningful professional development.</p>	
<p>Leadership and Management Quality of Education</p> <p>SIAMS: Strand 1 & Strand 2</p>	<p>To continue to sustain the maths mastery approach across the school by providing staff with professional development opportunities in-house and through the NCETM Maths Hub.</p>	<p>Maths Lead Staff S, T & L Committee</p>	<p>Ongoing</p>	<p>Maths Hub PD and resources</p> <p>NCETM</p> <p>Mastering Number in KSI</p> <p>Mastering Number in Y4 & 5</p>	<p>Staff are confident in their teaching of maths mastery.</p> <p>Children make progress in maths.</p>	<p>To continue to sustain the maths mastery approach across the school by providing staff with professional development opportunities in-house and through the NCETM Maths Hub.</p>
<p>Leadership and Management Quality of Education</p> <p>SIAMS: Strand 1 & Strand 2</p>	<p>To research the use of a new Management Information System and ensure staff are fully trained in its use.</p>					

Whilst the above are our key priorities for 2024-2025, we will also continue with the following strategies for improvement:

Ofsted Area	Strategies
Quality of Education	<p>Raise attainment in Maths at KS2, especially with regards to the lower attainers at KS1</p> <p>Further develop challenge in maths</p> <p>Continue to provide additional Number Sense support to KS1 & LKS2 pupils</p> <p>Ensure that children arriving during KS2 receive the support they need to raise their attainment</p> <p>Sustaining our Maths Mastery approach by participating in London SW Maths Hub Maths Mastery Sustaining Programme</p> <p>Continue to offer high quality interventions to ensure that children make effective progress.</p> <p>Continue to develop teacher expertise in the teaching of PE through working with the PE coach, access to MSSP CPD and peer coaching.</p> <p>Review our RSE curriculum to ensure it is in-line with current guidance.</p>
Behaviour and Attitudes	<p>Continue to monitor attendance and punctuality to ensure that all families recognise the importance of being in school on time, and regularly.</p>
Personal Development	<p>Continue to ensure that all have equal access to the enrichment opportunities available</p> <p>Continue our work on being an Eco-school</p>
Leadership and Management	<p>Maintain highly effective safeguarding processes with due regard to the current KCSIE 2024 – including online safety.</p> <p>Continue to use Pupil Premium effectively</p> <p>Consider alternative ways of assessing children with SEND</p> <p>Continue towards journey of being GDPR compliant</p>
EYFS	<p>Enhance the use of Tapestry as a way of engaging parents in their child's learning.</p>